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ABSTRACT

This document summarizes the background of the Dade County Quinmester Extended School Year Program involving five high schools in a pilot project. The program resulted from a study of alternative plant utilization plans for the most efficient use of school facilities to reduce the need for capital expenditure during the next five years. Discussed are (1) fiscal implications, including an analysis of projected costs; (2) evaluation plan; (3) plans to review administrative procedures and practices; and (4) specific recommendations concerning the future development of the quinmester program. The appendixes contain questionnaires sent to the business and the academic communities. Related documents are EA 004 047 and EA 004 051. (Author/MLF)

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STATUS–PROJECTIONS–IMPLICATIONS OF THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION·APRIL·1971

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A REVIEW OF THE STATUS AND PROJECTIONS FOR THE DADE COUNTY QUINMESTER EXTENDED SCHOOL YEAR PROGRAM

DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA

April, 1971

Prepared by
Division of Instruction

Dade County Public Schools

E. L. Whigham
Superintendent of Schools

Leonard Britton
Associate Superintendent for Instruction

Dade County School Board

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mr. William Turner
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Shepard

A REVIEW OF THE STATUS AND PROJECTIONS FOR THE
DADE COUNTY QUINMESTER EXTENDED SCHOOL YEAR PROGRAM

On August 14, 1969, the Dade County School Board authorized the Division of Instruction to conduct a plant utilization study. The study was to have as its purpose the exploration and recommendation of alternate plant utilization plans for the most efficient use of Dade County school facilities so as to reduce the need for capital expenditure during the next five (5) years. The recommendations which were to evolve from the study were expected to maintain the present level of instruction and where feasible, provide an opportunity for the improvement of the educational program while still effecting plant economies.

Two plant utilization strategies became apparent as the study progressed. They are: (1) the extended school day; (2) the extended school year.

The extension of the school day (Ten Hour Day) has the potential of becoming operational in a short period of time since no major curriculum revision or restructuring is required, and it does not significantly increase school operating costs. The Ten Hour Day extended day plan increases the capacity of a school facility by approximately 75% by dividing the schools enrollment into two equal groups and dividing the day into two equal sessions. Each student is assigned five subjects but may elect to extend his regular five hour day and take an additional subject. In the 1970-71 school year twenty-three Dade County secondary schools adopted the Ten Hour Day plant utilization plan.

The extension of the school year was considered to be a far more complex strategy to implement and the long term plant utilization benefits can not be accurately projected. The plant utilization study reviewed seven extended school year plans, all of which were considered as being impractical for implementation in Dade County. The experiences of other school systems would indicate that the following criteria need to be considered prior to the development of an extended school year program for the Dade County schools:

1. The extended school year design that produces the greatest plant utilization benefit requires the greatest adjustment in living patterns and such designs have proved least acceptable to communities at large.
2. Extended school year designs that mandate specific vacation periods to pupils are not as acceptable to communities as are those extended school year programs that are voluntary in nature.
3. Extended school year designs that demand a radical departure from existing school calendars are not accepted by communities as well as those extended school year plans that require only slight calendar changes.
4. The extended school year plan that increases the students' options of course selection, attendance sessions, and vacation options are more acceptable to students and patrons than those plans which maintain present restrictions in the areas of curriculum, attendance and vacation periods.
5. Extended school year plans that do not provide a common vacation period for all pupils and staff members are resisted by the community more than those that provide a period in which all the schools are closed and a common vacation period is available to students and staff.

On the basis of the above criteria, the Quinmester Plan was developed by the Division of Instruction and reccmmended to the Dade County School Board for piloting in selected secondary schools.

The Quinmester Extended School Year design was developed around a calendar that divides the school year into five 45-day or 9-week sessions. (See Chart I). Pupils in schools operating with the Quinmester organization must attend four (4) quinmesters in the five (5) quinmester school year. The student has the option of attending all five (5) quinmesters and accelerating his graduation from high school or electing a vacation quinmester other than the traditional summer vacation period. (See Chart II). Each fifth quinmester attended by the pupil could possibly accelerate his graduation from high school forty-five days although the fifth quinmester may be used by pupils for enrichment and remedial experiences and not result in an accelerated graduation.

This extended school year organization does not radically effect the present operational calendar of the Dade County Schools, and provides the community with the option of an extended school year program while maintaining the present calendar structure for those people in the community who prefer the traditional 180 day school year. The Quinmester Program is designed to be different than the present summer programming in that the summer quinmester is expected to be an extension of the four other terms of the school year and is not considered to be primarily a vehicle for remediation or enrichment. Although these types of programs will be available in quinmester schools, the Quinmester Extended School Year Plan makes available regular school programming throughout the calendar year with the exception of a two to three week summer vacation period. The above average student could accelerate under this plan while other pupils could more easily repeat grades failed. (Gifted and motivated pupils could complete 6 years of secondary schooling in five years by attending four summer quinmesters between grades seven and eleven, while less gifted pupils who did fail grades could get their elementary and secondary school

CHART I

QUINMESTER VACATION ROTATION

	1st Quinmester	2nd Quinmester	3rd Quinmester	4th Quinmester	5th Quinmester
GROUP A	VACATION	School	School	School	School
GROUP B	School	VACATION	School	School	School
GROUP C	School	School	VACATION	School	School
GROUP D	School	School	School	VACATION	School
GROUP E	School	School	School	School	VACATION

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CHART II

QUINMESTER SCHOOL YEAR PLANT CAPACITY BENEFITS
ACHIEVED BY THE MANDATING OF ATTENDANCE SESSIONS

Quinmester Extended School Year 225 Days

180 Day School Year

1st Quinmester, 45 Days	2nd Quinmester, 45 Days	3rd Quinmester, 45 Days	4th Quinmester, 45 Days	5th Quinmester	
				Traditional Summer Sch.	
				30 Days	15 Days
Theoretical Registration 2500	Theoretical Registration 2500	Theoretical Registration 2500	Theoretical Registration 2500	Theoretical Registration 2500	
Student Capacity-2,000	Student Capacity - 2,000	Student Capacity -2,000	Student Capacity -2,000	Student Capacity - 2,000	
Student Membership - 2,000	Student Membership - 2,000	Student Membership - 2,000	Student Membership - 2,000	Student Membership - 2,000	
Students Vacationing- 500	Students Vacationing - 500	Students Vacationing - 500	Students Vacationing - 500	Students Vacationing - 500	

Total # of Students Enrolled for 180 Days - 2500

Total # of Students in Attendance Each Quinmester - 2000

Total # of Pupils Vacationing Each Quinmester - 500

Total # of Days School is in Operation - 225

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education in the present normal twelve year period.) The voluntary features of this plan permits those who wish to attend a full year to do so and those who strongly object to being in school for an elongated period attend only the regular 180 day school program.

Quinmester Pilot School Involvement

Second secondary schools have been identified as quinmester pilot schools. They are Miami Springs Senior High School, Miami Beach Senior High School, North Miami Beach Senior High School, Nautilus Junior High School, Henry Filer Junior High School, Hialeah Junior High School and Palmetto Junior High School.

All but two of the pilot schools (North Miami Beach Senior High School and Miami Beach Senior High School) will be offering a quinmester program starting in June, 1971. The other two pilot schools will start their first quinmester in September, 1971.

During the 1970-71 school year, the pilot schools were involved in a comprehensive study of the administrative and curriculum implications of the Quinmester Program, through representation on all the subject area advisory committees and the administrative review and steering committee.

The individual pilot schools in addition to writing curriculum support material for the Quinmester Program, conducted a community information dissemination campaign designed to acquaint the community with the Quinmester Extended School Year Program.

Plant Utilization Implications of the Quinmester Extended School Year Program

The Quinmester Plan theoretically has the potential to increase the capacity of school plants by 25%. A school having a capacity of 2,000 pupils could conceivably enroll 2,500 and due to the staggered attendance periods have but 2,000 pupils in attendance during any

given quinmester. (See Chart II). Increased plant capacity could also be achieved through an acceleration procedure developed under this plan. The fact that the fifth quinmester coincides closely with the Dade County Base Plan for summer school operation is likely to make attendance in summer school for acceleration purposes more appealing. To achieve the maximum benefit from this plan relative to plant utilization 4/5 of the total secondary school population would need to be in attendance each quinmester. (See Chart II)

This maximum benefit indicated above could only be achieved by mandating pupil attendance and vacation periods. The Quinmester Extended School Year design, as presently being planned in the Dade County schools does not anticipate this mandatory procedure.

The prevailing patterns of family and community living and working, although presently undergoing change, militate against the acceptance of any extended school year design by the community that assigns pupils to specific attendance sessions for plant utilization purposes. It is anticipated that as community mores and habits change, the number of families that elect to vacation in a period other than the summer will increase and more students will attend fifth quinmester program that affords them the same academic opportunities that are available in the regular school year program.

Attendance statistics from the 1970 six-week summer session indicate that 34% of the potential secondary school population attended an academic summer school for credit. These attendance figures provide some data for a projection of what summer quinmester attendance might become after several years of operation.

It is not projected that attendance at a summer quinmester will always be reflected in an accelerated graduation for students; however, it can be generally assumed that in most cases each summer quinmester attended by a pupil will result in the saving of 25% of a pupil station.

The projection of 3,384 pupils attending quinmester programs during the summer of 1971 could conceivably provide a savings of 846 student stations computed at .25 pupil station per student in attendance. The economic benefits derived from savings in operating costs per pupil between 10-month operation and fifth quinmester operation is shown in Chart III. The degree to which pupils avail themselves of the acceleration factor in the Quinmester Plan and the degree to which pupils voluntarily elect a vacation period other than the traditional summer months will in effect represent the sum total of the plant utilization benefits available from the Quinmester Plan.

The present pupil capacity deficit in the Dade County schools makes it unfeasible to consider the Quinmester Extended School Year Program as a replacement for the ten hour day plant utilization plan. The 75% pupil capacity increase available with the ten hour day plant utilization plan, could not possibly be matched by the voluntary Quinmester Extended School Year Plan. The operation of the ten hour day or any extended school day program is, however, compatable with the Quinmester Extended School Year Program and schools can be expected to operate both plans simultaneously.

Community Involvement: Implications for the Quinmester Program

A public information campaign was conducted by the five pilot schools with the patrons of the school community and interested civic, social, and religious organizations. The new curriculum, the possibility of mid-year vacation periods and the possible reduction in the school system's capital outlay requirements were the main areas of interest at quinmester informational meetings. Numerous groups within the community and the school system were contacted by the staff of the Division of Instruction relative to the Quinmester Extended School Year. These groups included school P. T. A., League of Women Voters, university groups, curriculum councils, district principals' groups, professional organizations, and individual school facilities.

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CHART III

A COMPARISON OF THE PER PUPIL OPERATING COST
OF THE TEN MONTH REGULAR PROGRAM AND THE
5TH QUINMESTER IN FIVE PILOT SCHOOLS

Pilot Schools	1970-71 Operating Budget	Membership Oct. - 1970	Regular School year Operating Costs Per Pupil	Projected Operating Costs-5th Quinmester	Projected Enroll-ment-5th Quinmester	Projected Pupil Oper-ating Costs 5th Quin-mester	Percentage Increase in Per Pupil Operating Costs in Pilot Schools Operating 5th Quinmester
Miami Springs Sr.	$1,802,028	3,354	$561.00	$121,068	1,140	$106.20	+18.9%
Nautilus Junior	$ 792,950	1,434	$553.00	$ 53,865	488	$110.38	+19.9%
Henry Filer Junior	$1,039,688	2,049	$507.00	$ 74,128	697	$106.35	+20.9%
Hialeah Junior	$ 940,855	1,462	$644.00	$ 53,865	497	$108.38	+16.8%
Palmetto Junior	$ 995,420	1,652	$602.00	$ 62,586	562	$111.36	+18.5%
	$5,570,971	9,951		$320,625	3,384		

Note 1: Average per pupil operating costs in pilot schools for 180 day program - $560.00.

Note 2: Average per pupil operating costs in pilot school for 5th quinmester - $108.53

Note 3: The operating costs of the 5th quinmester (summer) is approximately 19% of the 10 month cost per pupil. This means that the present cost per pupil for a school to operate a 12 month Quinmester Program would be 119% of the present operating cost per pupil.

Twenty-thousand copies of a brochure entitled "Quinmester Program Progress Report" were distributed to all School Board employees as well as interested community groups and educational agencies. A telecast was broadcast over Channel 2 during a teacher work day. The telecast included a panel of teachers assigned to several of the quinmester pilot schools who answered questions concerning the Quinmester Plan that were solicited from the county at large.

Numerous references and informational items concerning the Quinmester Program have been published in Checkpoint and the school newspapers of the pilot schools. Several of the pilot schools have developed and distributed brochures to their patrons and pupils.

The Evaluation Department of the Division of Instruction has distributed 2,000 questionnaires to the business community in Dade County. Questionnaires have also been developed for patrons, pupils, teachers, and administrators as well as for every college and university of the state (Appendix). The data collected in these questionnaires will be published at a later date.

The Greater Miami Coalition has coordinated a Committee to assist the Dade County schools in the dissemination of information about the Quinmester Program to the community. The committee convened for five meetings to study the Quinmester Program in depth. On April 8, 1971, the committee voted to recommend to the Greater Miami Coalition, Board of Directors, that the implementation of the Quinmester Program in the Dade County schools be fully supported by the Coalition and that procedures be established to publicize the Quinmester Program to the community at large.

It is planned to continue the Public Information Program with additional telecasts and progress reports published at regular intervals throughout the school year. The public information and involvement campaign requires a continued emphasis since historically, extended

school year programs have met with considerable public opposition due to a lack of cooperative planning between school personnel and the general community.

Fiscal Implications of the Quinmester Extended School Year Program

In the 1970-71 school year the Dade County quinmester developmental effort was funded with a $490,000 budget--$240,000 of which was provided by the State Department of Education through a legislative grant and $250,000 of which was provided by the Dade County School Board.

The 1970 Summer Quinmester Program at three pilot schools was funded by the allocation of State Special Teacher Service Units. It is anticipated that a similar funding procedure will be used for the 1971 summer program at the five quinmester pilot schools.

Three separate funding requests were submitted to the State Department of Education during the 1970-71 school year;

1. A request to the State Department of Education for an extension of Minimum Foundation Program funding beyond the 180 day school year to support the 9-week quinmester pilot program at five (5) Dade County quinmester pilot schools during the summer of 1971.
2. A request to the State Department of Education for the allocation of $240,000 to be used for the continuing development of the Quinmester Program during the 1971-72 school year.
3. A request for an operational assistance grant of $382,625 for the operation of five (5) quinmester pilot schools during the summer of 1971.

The status of these three requests cannot be fully determined until the 1971 legislative session is completed. The request for the $240,000 developmental grant has been included in the governor's

budget while the $382,625 operational assistance grant was deleted from the governor's budget.

The State Board of Education is taking under consideration the Dade County request for Minimum Foundation Program funding for the 1971 summer session. At this writing the decision of the State Board is not known, although indications are that a precedent for the extended school year funding has already been established in other schools within the state. Authority for this state funding procedure is presently included in State Statute 236.04 (2) (d).

The implementation of an extended school year program can generally be approximated to increase the operating costs of the school system in direct proportion to the increase in the employment period of instructional personnel. The projected increase in the operational costs of the Dade County schools operating under the Quinmester design is not expected to increase by 25% irrespective of the fact that the instructional period is being extended by 25%. This is due to the present Dade County employment policies which provide for the employment of senior high school principals, central office and district personnel and various support personnel for a 12-month period. The projected increase in the operating costs of quinmester schools for the fifth quinmester can be considered to be 19% or approximately $108.00 per pupil (See Chart III).

Present plans call for the operation of the quinmester pilot schools to be funded by Special Teacher Service Units for the 1971 summer program. (Chart IV) Special Teacher Service Units are allocated to the Dade County schools by a Minimum Foundation Program formula partially based on the 10-month average daily attendance. A Special Teacher Service Unit can be generally valued at $1,200 per unit and can only be used for salary purposes. The salary cost of a teacher unit in the Quinmester Program will be approximately $2,250. Local funds will be used to make up the difference between the Special Teacher Service Unit value and the actual salary expenditure required for each teacher unit. In addition to the salary supplement support services are provided from local resources.

CHART IV

ANALYSIS OF THE PROJECTED COST OF OPERATING THE DADE COUNTY QUINMESTER EXTENDED SCHOOL YEAR PROGRAM IN FIVE PILOT SCHOOLS DURING THE SUMMER OF 1971

	I	II	III	IV	V		VI	VII	VIII	IX	X
	1970-71 2nd mo. ADA	Projected 1971 summer sch. enrollment	Teacher-librarian allocation based on projected S.S. enrollment	Teacher Salary Cost	Administrative allocation: Principal	Asst. Principal	Administrative Salary Cost	Ttl. Instructional staffing costs per sch. center, 1971 summer quinmester program	Support Services	Total Operating Cost per School Center	Per Pupil Operating Costs 5th Quinmester
Miami Springs Sr. High Sch.	3354	1140	40.8 +2	$ 96,300	1	2	$ 9,900	$106,200	$14,868	$121,068	$106.20
Nautilus Jr. High School	1434	488	17.0 +1	$ 40,500	1	1	$ 6,750	$ 47,250	$ 6,615	$ 53,865	$110.38
Henry Filer Jr. High Sch.	2049	697	24.9 + 1	$ 58,275	1	1	$ 6,750	$ 65,025	$ 9,103	$ 74,128	$106.35
Hialeah Jr. High School	1462	497	17.0 + 1	$ 40,500	1	1	$ 6,750	$ 47,250	$ 6,615	$ 53,865	$108.38
Palmetto Jr. High School	1652	562	20.4 +1	$ 48,150	1	1	$ 6,750	$ 54,900	$ 7,686	$ 62,586	$111.36
TOTALS		3384	120.1 + 6	$283,725	5	6	$36,900	$320,625	$44,887	$365,512	*

II. Based on 1970 Summer School Report, which indicated that 34% of Dade County Secondary school students enrolled in academic programs during 1970 summer session.

III. Personnel allocation based on Dade County personnel allocation formula.

IV. Teacher salary costs based on average of $250 per week.

V. Administrative allocation based on Dade County personnel allocation formula.

VI. Administrative salary costs based on an average cost of $400 per week for a principal and $350 per week for an assistant principal.

* An approximate average cost per pupil for these five schools is $108.53. This figure is used as the basis for computing the projected costs in Chart

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The local supplement required by the funding of the Quinmester Program from Minimum Foundation average daily attendance funding is considerably less than the funding required by the Special Teacher Service Unit plan. (See Chart V).

Present State Statutes permit the attendance of pupils in an extended school year program to be added to the attendance totals of the regular 10-month program. This procedure would provide the Dade County schools with approximately $2.20 for each day a pupil is in attendance in a Quinmester Program. This fiscal support for the fifth quinmester program at the five pilot schools would permit a reduction in the local funding required for the operation of the summer Quinmester Program. (See Chart V) The $2.20 per pupil would be available for use by the Dade County schools during the 1971-72 school year and is not limited to a salary expenditure.

To be eligible for this funding the Dade County schools are expected to operate during the summer, a program that is equal in academic value and intensity to the program that is operational during the regular 180 day school year.

The funding procedure finally employed in the operation of the fifth quinmester at the five pilot schools during the 1971 summer program cannot be fully determined at this time. The request for Minimum Foundation Program Average Daily Attendance funding is presently under consideration by the State Board of Education and final planning must await the decision of this group.

The full-cost benefits available by the implementation of the Quinmester Program cannot be fully determined at this time. The increased budgeting allocations required for operational costs needs to be equated with the fiscal benefits that will be accrued by the school capacity increases gained as a result of rotating vacations and student acceleration. The educational concomitant of the improved curriculum and the projected decrease in the number of dropouts and failures also represent direct cost benefits which must be weighed against the increase in operating costs.

CHART V

A COMPARISON OF THE LOCAL FISCAL SUPPORT REQUIRED FOR THE OPERATION OF THE 5 QUINMESTER PILOT SCHOOLS DURING THE SUMMER OF 1971 USING SPECIAL TEACHER SERVICE UNITS AND USING PROJECTED MFP - ADA SUPPORT

	I	II	III	IV	V	VI
Schools	Projected 5th Quinmester Enrollment	Total Projected Cost of Operating Schools, 5th Quinmester	State-STS Funds Allocated to Schools @$1200 Per Unit	Total Local Funding Required to Supplement STS Support	State Funding Projected To Be Available By ADA Computation	Local Support Required to Supplement ADA Support
Miami Springs Sr.	1140	121,068	56,760	64,308	107,345	13,723
Nautilus Junior	488	53,865	28,500	25,365	44,930	8,935
Filer Junior	697	74,128	37,800	36,328	64,173	9,955
Hialeah Junior	497	53,865	27,300	26,565	45,759	8,106
Palmetto Junior	562	62,586	32,550	30,036	51,744	10,842
TOTAL	3384	365,512	182,910	182,602*		51,561**

V. Based on 93% pupil attendance.

* Local funds required to supplement STS units assigned quinmester pilot schools - $182,602

** Local funds required to supplement projected ADA support for quinmester pilot schools - $ 51,561

The 1971-72 local budget request for the continued development of the Quinmester Program has been increased from $250,000 to $346,000 so as to make possible a developmental thrust on the elementary level. The full plant utilization benefit that might be available from the rotation of vacations cannot be expected until families of multi-aged pupils can be assured that all the pupils in a family can have a common vacation period.

The increased budget proposal (Appendix) also includes computer support for student record keeping, and personnel support for the continued development of quinmester courses of instruction for the secondary level.

The budget which has been prepared incorporates the reallocation of the $240,000 state legislative grant which is now pending approval by the state legislature. (Appendix)

Curriculum Implications of the Quinmester Extended School Year Program

The strategy of the Quinmester Extended School Year Program provides significant implications for curriculum improvement. The revisions necessary to implement this program of instruction enhances the opportunities for the Dade County Public Schools to further stimulate each student attending school through a study plan unique to his level of interests, capabilities and needs.

A program of nine-week, non-graded, non-sequential courses of instruction has been developed in each subject area of the curriculum. There is a broad range of courses, from the remedial to the highly sophisticated, making possible the development of a pupil program unique to each individual student. This type of curriculum structure provides each student with the opportunity to individualize his program by selecting from a large number of quinmester courses the learning experiences which will be of greatest interest and meaning to him while complying with the standards established by the state accreditation program and the Dade County School Board.

The Division of Instruction provided leadership and support to approximately 500 Dade County educators representing all work levels who developed the quinmester curriculum structure. Subject area advisory committees were established to develop course titles and descriptions for each course of instruction to be developed within the discipline and to recommend guidelines for the implementation of the proposed curriculum structure to the staff of the Division of Instruction. Subject area consultants and teachers on special assignment conferred on the interdisciplinary aspect of many of the courses to make feasible a student taking a course in one subject area and being granted credit in another subject area when there was an interrelationship of concepts.

The titles and descriptions of 1300 quinmester course offerings have been comprehensively reviewed by the Division of Instruction staff and, following approval of the Administrative Cabinet and the Dade County School Board, will represent the authorized courses of study for the Dade County Public Schools.

Each school participating in the pilot Quinmester Program has been asked to identify the courses of instruction which are appropriate for the pupil population served by the school. It is intended that as the program in further implemented, each school will select those courses from the master catalog of authorized courses which best suit its student needs, therefore offering a catalog of courses unique to its own school population. It is not expected that every school offer every course. This type of structure provides for the great variety of school populations as well as the great variety that exists within each school population.

At this phase of quinmester curriculum development it is anticipated that approximately 350 courses of instruction will be available to the quinmester pilot schools at the start of the 1971 summer (fifth) quinmester. Individual teachers and teams of teachers are preparing the courses in each subject area according to priorities established by the schools. It is projected that by the summer of 1973 all courses listed in the master catalog will be available to any school

within the Dade County School System interested in the implementation of the quinmester curriculum.

Since curriculum development is a continuing process, the teachers in the fields, the professionals who will be working with the program in their class situations, will play a great part in the continuous reviewing, evaluating, and rewriting of the courses of instruction. Channels of communication are open between the subject area consultants and the classroom teachers and administrative personnel for the constant revision and updating such a program demands.

Evaluation of the Quinmester Extended School Year Program

An evaluation of the Quinmester Program will be conducted by the Department of Program Evaluation of the Division of Instruction.

The evaluation plan for 1970-71 includes the use of attitudinal surveys of the business community of Greater Miami, the academic community of the state of Florida, numerous social agencies, and students, parents, teachers and school administrators in Dade County. The results of these surveys will be utilized in anticipating as far as is possible the impact this program will have on these groups.

As the quinmester pilot school operation progresses (1971-72) data will become available which will enable evaluation of the following areas:

1. Academic achievement of students in quinmester schools. Achievement of students in the program will be compared with the achievement of similar groups in other programs.
2. Achievement by students after high school graduation. The graduate's progress will be followed for 2 years after graduation, whether he seeks employment, further education, or both; and his success will be compared with that of graduates from schools not in the Quinmester Program.

3. Non-academic effects on students. Non-academic effects on students will be determined by conducting personal interviews, surveys, and by examination of records of attendance, vandalism, suspensions, and failure. Data obtained will be interpreted to determine the program's impact on student motivation, personal affairs, and other non-academic areas of possible significance.
4. Operational effects on the educational system. Through the establishment of committees representing various work levels, reports will be developed which will enable us to determine the effect of the Quinmester Program on the use of available resources.
5. Effects on family relationships. Through survey and personal interviews, the effects of the Quinmester Program on family economics, family logistics, and other pertinent areas of family life will be examined.
6. Effects on parent/school relationships. Surveys of parents, teachers and school administrators will be made to determine the effects of this program on these relationships.
7. Effects on community/school relationships. Following the survey of the leadership of the community's institutions as to expected effects, the Quinmester Program will be evaluated as to its actual effect on these areas of community activity.
8. Effects on the fiscal resources of the Dade County Public Schools. A study will be conducted to determine whether the Quinmester Program enables the county to more effectively utilize fiscal resources.

Administrative Implications of the Quinmester Extended School Year Program

The changes in administrative procedures and practices need to be comprehensively reviewed as a school system changes from a regular 10-month, 180 day program to a quinmester extended school year program. The plant utilization and curriculum benefits that are concomitant

to the quinmester design can only be realized as the program becomes administratively feasible and manageable.

In an effort to focus in on the administrator's concern relative to the Quinmester Program, the Division of Instruction organized a county-wide Administrative Review and Steering Committee. Composed of representative personnel from the county office, district offices and schools, this committee was organized to study the administrative implications of the Quinmester Program.

In order to better study the varied countywide and school administrative problems and to identify necessary tasks to be completed, the countywide committee organized itself into smaller ad hoc groups and adopted the following guidelines for intensive study:

1. That the committees address themselves solely to the concerns unique to the Quinmester Program unless there were distinct areas of commonality found in the studies that would have significance for all schools in Dade County.
2. That since the program is in pilot status, county policy revisions be kept at a minimum unless a change in the present procedure was essential to the implementation of the pilot program.

County concerns:

1. Calendar

   The quinmester calendar follows the regular county calendar closely observing the same holidays and vacation periods as the regular calendar and providing a 180 day instructional period for all students. The most notable change is the placing of teacher planning days, when students are not in school, at the end of the nine-week session. Many other schools in the county other than pilot schools are presently on a nine-week reporting period and could avail themselves of the benefits of the quinmester calendar.

2. Personnel

In its present stage of implementation, the Quinmester Program requires no changes in the personnel policies and procedures that are presently operational. The following personnel procedures were studied in depth by the Administrative Review and Steering Committee: school staffing, assignments, staff utilization, recruitment, salary schedules, retirement, pension plans, sick leave procedures, sabbatical leaves. It was generally concluded that the present design of the Quinmester Extended School Year Plan could readily function within the framework of existing Dade County personnel policies and procedures.

3. Support Services

No changes are necessary at this time in the areas of transportation and food services. When the quinmester program becomes fully implemented added transportation costs will accrue because of the extended period of service. School cafeterias will operate as they do during the regular 180 day school year. Custodians are on a twelve-month employment basis and will now have the option of taking vacation time throughout the year.

Routine maintenance will pose no greater problem in schools than it does at the present time. Major maintenance projects can be scheduled during vacation periods.

4. Accreditation

Requests for accreditation waivers for quinmester pilot schools have been made and granted by the State Department of Education. The accreditation waivers granted were:

9.823 (2) (a) - Course or Subjects Required

A waiver is requested of this standard specifically in the requirement that 90 hours of physical education in grades seven and eight to be distributed over the entire school year. It is feasible that a pupil attending a quinmester school be involved in a physical education class for two quinmesters

which would total ninety hours of instruction. This waiver, if granted, would permit a pupil to enroll in physical education classes beyond the ninety-hour requirement or other elective programs offered in the school program. This request does not alter the ninety-hour requirement, but does compact it into two quinmesters, or ninety days, rather than the entire school year. A waiver of this standard is required for certain 10-hour day schools.

9.952 (2) - Summer Programs Credit Limit

This waiver is requested to permit pupils attending quinmester schools to earn more than one (1) credit during a 9-week summer session.

9.952 (2) - Three Year Requirement for Graduation

A waiver of this standard permits students to graduate in less than three years, grades 10-12, if they have fulfilled all other requirements for graduation.

School concerns:

1. Scheduling

   The Quinmester Extended School Year Program by its design requires that a school develop a master schedule each nine weeks, as opposed to developing a school schedule once during the year as is the practice in the present 180 day school program. The development of a master schedule each nine weeks would provide a maximum of flexibility to pupil programming and make available alternatives in course selections that would enhance considerably the individualization of instruction.

   Due to lack of time, training, and assistance available to school personnel regarding the scheduling process, it is impractical at this time to consider scheduling a school five times per year.

   Alternatives to scheduling a school each quinmester have been proposed which tend to balance the degree of flexibility of

student selections with the administrative burden of scheduling the school. They include:

(a) Scheduling two or more quinmesters at the same time. This approach would be similar to the procedure of linking two semester courses together (Psychology-Sociology) presently being used by some schools. This procedure would require a definite subject commitment by students beyond one quinmester.

(b) Scheduling on a college-type arrangement in which the school administration creates a year's schedule of classes (five quinmesters) in advance and students section themselves into the schedule each quinmester based on the students' desires and the subjects available in the quinmester schedule.

(c) A combination of procedures using components of the two alternatives perviously described.

2. Student Records

The area of student records and accounting requires a significant amount of study for the implementation of the Quinmester Program.

Student attendance records need to be redesigned to be compatable with the five 45-day quinmesters. This becomes increasingly significant with students opting out quinmesters which heretofore had been considered a portion of the regular 180 day school year.

The recording of the courses students take, their grades, and the completion of graduation requirements will necessitate a new procedure for educational planning and record keeping. The Central Data Processing Department is presently investigating a computer input-output system to facilitate the recording of student grades five times a year.

The investigation of areas of administrative needs must be considered an ongoing activity. The experiences of the pilot

schools during the 1971-72 school year will assist in the identification of the administrative areas that require additional study. Many of the administrative concerns of the pilot schools are being studied by the faculties and administrative staffs of the individual schools. Periodic meetings of the pilot school principals have served as a clearing house for newly developed procedures and school policies that are required for quinmester implementation.

Recommendations

Specific recommendations concerning the future development of the Quinmester Program in Dade County Public Schools will be made following the evaluation of the programs implemented in the five quinmester pilot schools this summer (1971). There are, however, a few considerations which might properly be made at this time.

1. Consider offering summer academic programs in Quinmester schools only beginning with the summer of 1972.
   This implies that a sufficient number of schools must be opened during the summer of 1972 to accommodate all students who desire to enroll in academic courses. (See Charts VI,VII) The financial burden will be less for Dade County to operate summer quinmester schools reimbursed under the same provisions of the Minimum Foundation Program as our regular year programs. Reimbursement to Dade County under the summer Special Teacher Service Units which now support summer school is less than received for regular year programs.
2. Consider the implementation of the quinmester curriculum for four quinmesters in an increased number of secondary schools beginning in the 1972-73 school year.
   This is a logical follow-through to the consideration that all academic work offering during the summer of 1972 be in quinmester schools. If secondary schools are offering nine-week courses in 1972-73 there will be fewer problems concerning credit and articulation between the summer

program and the regular year program. It is not considered necessary or desirable that all secondary schools operate the fifth quinmester (summer quinmester).

3. Consider the addition of a few selected pilot elementary schools beginning in September, 1971 to study the implementation of the quinmester program.

   In order to implement a successful extended year program in this community, it is considered essential to ultimately have all grade levels involved. From the family viewpoint of scheduling vacations alone this is a valid consideration.

4. Consider the continuation of efforts to make the public more knowledgeable about the Quinmester Extended School Year Program.

5. Consider continued fiscal support from local funds for 1971-72.

   Provisions for the Quinmester Program are included in budget recommendations for 1971-72 which are being prepared at this time. (See Appendix--PROJECTED BUDGET)

6. Consider the adoption of a course of study for quinmester pilot schools to use during the summer of 1971 and the 1971-72 school year.

   Specific recommendations concerning this are being made to the Board on April 21, 1971, Agenda Item #4.8.

CHART VI

PRESENT STATUS AND PROJECTED EXPANSION OF DADE COUNTY QUINMESTER PROGRAM
BY DISTRICTS

	N. E.	N. W.	N. C.	S. C.	S. W.	S.
SUMMER, 1971	Jr. High - Nautilus	Jr. High - Filer Hialeah	No additional schools projected	No additional schools projected	No additional schools projected	Jr. High - Palmetto
	Sr. High - No additional schools proj.	Sr. High - No additional schools proj.	Sr. High - Miami Springs	No additional schools projected	No additional schools projected	No additional schools projected
SUMMER, 1972 * 14 secondary schools 1 Sr. High (each 1 Jr. High dist.)	Jr. High - Nautilus	Jr. High - Filer Hialeah	Add 1 Jr. High	Add 1 Jr. High	Add 1 Jr. High	Jr. High - Palmetto
	Sr. High - Miami Beach No. Miami Beach	Sr. High - Add 1 Sr. High	Sr. High - Miami Springs	Add 1 Sr. High	Add 1 Sr. High	Add 1 Sr. High
SUMMER, 1973 ** 19 secondary schools 1 Sr. High 2 Jr. High (each district)	Jr. High - Nautilus Add 1 Jr. High	Same as 1972	Add 1 Jr. High	Add 1 Jr. High	Add 1 Jr. High	Add 1 Jr. High
	Sr. High - Miami Beach No. Miami Beach	Same as 1972	Sr. High - Miami Springs	No additional schools projected	No additional schools projected	No additional schools projected
SUMMER, 1974	Quinmester schools to be increased on basis of student enrollment.					

* Total equals 14 instead of 12 due to 2 senior high schools in Northeast District and 2 junior high schools in Northwest District implementing the Quinmester Program.

** Total equals 19 instead of 18 due to 2 senior high schools in Northeast District implementing the Quinmester Program.

Division of Instruction
April 7, 1971

030

CHART VII

PROJECTED OPERATING COSTS REQUIREMENTS FOR THE PROPOSED
EXPANSION OF THE NUMBER OF SECONDARY SCHOOLS
IMPLEMENTING THE QUINMESTER PROGRAM STARTING WITH THE SUMMERS OF 1971, 1972, 1973

	I		II	III	IV
Year	Number of Secondary Schools Operating 5th Quinmester		Projected Student Enrollment, 5th Quinmester	Projected Operating Costs Per Pupil, 5th Quinmester	Projected Operating Costs for Schools Offering 5th Quinmester
Summer, 1971	5		3,384*	$108.53	$367,808***
Summer, 1972	14	A minimum of 1 Jr. high school, 1 Sr. high school, each district	10,979**	$113.96	$1,251,167
Summer, 1973	19	A minimum of 2 Jr. high schools, 2 Sr. high schools, each dist.	13,075**	$119.66	$1,564,554
Summer, 1974		Expansion as required by student population.			

II. Student enrollment based on projection that 34% of regular school year membership will attend summer Quinmester Program.

* figured on actual membership of 5 pilot schools.
** figured on average membership of 2,852 for senior high school and 1,541 for junior high school.

III. Projected operating costs figured on 5% incremental increase for each year after 1971.

IV. *** Total operating costs differ from Chart IV due to use of average of $108.53 for per pupil operating costs.

APPENDIX

Division of Instruction
March, 1971

1971-72 PROJECTED BUDGET
for the
DEVELOPMENT OF THE QUINMESTER PROGRAM
INCORPORATING FLORIDA DEPARTMENT OF EDUCATION AND LOCAL FUNDS

Budget Item	FUNDING SOURCE: Quinmester Funding (Local)	FUNDING SOURCE: State Dept. of Education	TOTAL	Item Description
Project Management				
A. Project Manager		$ 21,000	$ 21,000	- Project Manager, Jr. High Principal, Special Assign
Jr. Princ. - (Admin. Support)	$ 18,000		18,000	- School Administrator. Assigned to Administrative problems regarding Quinmester
Secretarial Services	9,000		9,000	- New position
B. Retirement		1,300	1,300	-
Group Insurance	300	150	450	
FICA	360		360	
Curriculum Revision Personnel Support	(9)	(14)		1 TSA - Div. of Instruction--Mgmt. (9600) Fiscal Resource Center
A. Personnel	99,000	154,000	253,000	4 TSAs- Div. of Vocational, Technical and Adult Educ.
(23) teachers on special assignment				15 TSAs- Dept. of Program Development, 1 ea. subj. area - 6 elem.
				1 TSA - Department of Staff Development
				1 TSA - Department of Educational Media
				1 TSA - Department of Program Evaluation
				23
Retirement	6,750	10,500	17,250	
Group Insurance	1,350	2,100	3,450	

1971-72 PROJECTED BUDGET (Continued)

Budget Item	FUNDING SOURCE: Quinmester Funding (Local)	FUNDING SOURCE: State Dept of Education	TOTAL	Item Description
Curriculum Revision Material Development Support				
3,000 Substitute days @ 25 per day	51,000		51,000	- Provided for released time for teachers in pilot schools and curriculum writers and advisory committees
Contracted Services	140,000		140,000	
Typing Services - Communication Center	9,040	15,950	24,990	- Typing services provided through Communication center by overtime employment of presently employed personnel
FICA	1,300		1,300	
Out of County travel	2,800		2,800	
Car Allowance	7,100		7,100	
Central Data Processing System Support		20,000	20,000	- Support for Central Data Processing to be used for development of continuous progress - Recording System, Student Transcript Recording System, and Scheduling Program
Production Costs - Supplies, Duplicating, Dissemination		15,000	15,000	- Duplicating of courses catalogue and courses of study.
TOTALS	$346,000	$240,000	$586,000	

DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATION OFFICES
LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
MR. WILLIAM LEHMAN, CHAIRMAN
MR. G. HOLMES BRADDOCK, VICE CHAIRMAN
MRS. ETHEL BECKHAM
MRS. CRUTCHER HARRISON
MRS. ANNA BRENNER MEYERS
DR. BEN SHEPPARD
MR. WILLIAM H. TURNER

March 30, 1971

Members of the Business Community
Greater Miami Area

Gentlemen:

In an effort to deal with the problem of overcrowding in Dade County Schools, two new approaches have been developed: (1) The Ten Hour Day and (2) The Quinmester Program. The implications of these programs for the business community are of vital concern to the planners.

Possible consequences of these programs include changes in the availability of student manpower for part-time and full-time employment, acceleration of high school graduation, and effects on vacation scheduling of your employees.

To anticipate as far as possible the impact of the new programs on employers we have prepared a questionnaire covering most of the main aspects of planning for the programs, and have selected 2300 Dade County businesses for a survey. Your company was included in the sample.

We would appreciate your having the person most familiar with the hiring practices of your company complete the questionnaire and return it in the enclosed stamped envelope. The time required for completion is approximately fifteen minutes. All data will be compiled by categories--individual companies will not be identified. Your comments will be of great aid in planning a workable program.

Thank you very much for your cooperation.

Sincerely yours,

W. C. Inman

William C. Inman, Ph. D.
Director, Department of
Program Evaluation

WCI:KB/pw

EXPLANATION OF THE PROGRAMS

Ten Hour Day

The Ten Hour Day consists of dividing the school day into two sessions and assigning students to either an early session (from approximately 7:00 until 12:15) or a late session (from approximately 12:15 until 5:30). Under the Ten Hour Day large numbers of students are able to seek employment during some period of the day formerly spent in school and some early session students are able to work full-time rather than part-time. The Ten Hour Day is currently in operation in some parts of Dade County and will probably become more widespread in the near future.

The Quinmester Program

The Quinmester Program consists of dividing the calendar year into five time periods (quinmesters) of approximately nine weeks each. Each student will have the option of taking his school vacation during the quinmester of his choice so long as he meets the minimum requirement of attendance at four quinmesters during each calendar year. Each student also has the option of attending a fifth quinmester during a calendar year in order to take additional courses for enrichment or remedial credit or to accelerate his high school graduation. Possible effects of the Quinmester Program include greater freedom for businesses in setting up employee vacation schedules, a decrease in the number of high school students and graduates seeking employment during the summer, and an increase in the number of high school students seeking temporary full-time employment at other times of the year. Implementation of the Quinmester Program on a pilot study basis is scheduled to begin at some Dade County schools in June.

The Quinmester Program is not an alternative to the Ten Hour Day; it is an adjunct to it and both programs can be in operation in the same school.

Name of business_____ Address_____

Name of person completing form_____ Position_____

Number of employees in Dade County: Full-time_____ Part-time_____

Type of business (please check one):

_____Manufacturing

_____Wholesale trade

_____Retail trade

_____Contract construction

_____Finance, Insurance, Real Estate

_____Transportation, Public Utilities

_____Services

_____Other (What?)_____

All data will be compiled by categories--individual companies will not be identified. If you would like a copy of the compiled data, please check here ☐.

IF THE QUINMESTER PLAN IS FULLY IMPLEMENTED, SCHOOL VACATIONS WILL BE DISTRIBUTED THROUGHOUT THE CALENDAR YEAR WITH ALL STUDENTS IN ONE FAMILY ON THE SAME SCHEDULE. THIS MAY HAVE SOME IMPLICATIONS FOR VACATION SCHEDULING OF YOUR EMPLOYEES WHO HAVE SCHOOL AGE CHILDREN.

1. Please indicate the months during which most employees in your company usually take ther vacations.

   Please list peak months or check below:

   1a. _____ (Months)

   1b. ☐ Evenly scheduled throughout the year.

---

2. During which months would it be most advantageous for your company to have employees take vacations?

   Please list preferred months or check below:

   2a. _____ (Months)

   2b. ☐ Most advantageous if evenly distributed throughout the year.

---

3. What effect do you think distributing school vacations throughout the calendar year would have on the scheduling of employee vacations in your company?

   3a. ☐ would make scheduling easier

   3b. ☐ would make scheduling more difficult (please explain).

   _____

   3c ☐ would have little or no effect

UNDER THE QUINMESTER PLAN HIGH SCHOOL STUDENTS MAY GRADUATE AND SEEK EMPLOYMENT AT TIMES OF THE YEAR OTHER THAN JUNE.

4. Please indicate the peak months for hiring new employees by your company.

Please list peak months or check below:

4a. _____ (Months)

4b. ☐ Equally throughout the year

---

5. What do you think the effect on hiring in your business would be if high school graduations were held five times a year rather than once in June?

5a. ___would facilitate the hiring process

5b. ___would impede the hiring process

5c. ___would have little or no effect on the hiring process

THE QUINMESTER PLAN MAKES PROVISION FOR ACCELERATION OF HIGH SCHOOL GRADUATION: CONSEQUENTLY HIGH SCHOOL GRADUATES SEEKING EMPLOYMENT WITH YOUR COMPANY MAY BE YOUNGER THAN CURRENT APPLICANTS.

6. What is the minimum age at which you are willing to consider applicants for employment?

6a. ___years of age

---

7. Are there any special considerations that led you to select an age minimum above the lowest legal limit which is 14 years of age?

Please check all that apply:

7a. ___legal age restrictions on working with hazardous machines

7b. ___legal age restrictions on working hours

7c. ___company policy

7d. ___insurance regulations

7e. ___government licensing regulations

7f. ___Alcoholic Beverage Laws

7g. ___other (what?)_____

---

8. Approximately how many high school graduates between the ages of 18 and 21 are hired annually by your company?

Please indicate approximate number:

8a. ___Full-time

8b. ___Part-time

---

9. If you were legally able to do so, would your company hire 16 or 17 year old high school graduates in the same positions and on the same basis as you now employ high school graduates who are 18 years or older?

9a. ___Yes

9b. ___In selected cases

9c. ___No

Please explain_____

_____

_____

_____

ON THE TEN HOUR DAY, STUDENTS ARE OUT OF SCHOOL IN THE MORNING OR IN THE AFTERNOON THUS MAKING THE ENTIRE MORNING OR THE ENTIRE AFTERNOON AVAILABLE FOR EMPLOYMENT. THE QUINMESTER PROGRAM DISTRIBUTES SCHOOL VACATIONS THROUGHOUT THE YEAR THUS ENABLING STUDENTS TO SEEK FULLTIME EMPLOYMENT FOR NINE-WEEK BLOCKS OF TIME AT VARIOUS PERIODS OF THE CALENDAR YEAR.

10. Please indicate the types of positions in your company which can be appropriately filled by high school students.

_____

_____

_____

_____

---

11. Approximately how many junior and senior high school students are currently employed by your company during the regular school year?

Please indicate approximate number:

11a. ___Full-time

11b. ___Part-time

---

12. Approximately how many students who have one or more years of high school to complete are employed by your company in temporary positions during the summer?

Please indicate approximate number:

12a. ___Full-time

12b. ___Part-time

---

13. Please estimate the number of high school students your company would find it desirable to hire in temporary full-time positions for each of the following nine week periods.

Please indicate approximate number:

13a. ___August 30-November 2
13b. ___November 5-January 20
13c. ___January 24-March 24
13d. ___April 5-June 8
13e. ___June 14-August 16

---

14. Does your company participate in any special programs to provide training or work experience for Dade County students?

14a. ___No
14b. ___Yes

If yes, please use the space below to give a brief description of the program(s) and an estimate of the number of students involved:

Number Students Involved	Type of Program
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ON THE TEN HOUR DAY, STUDENTS ATTEND CLASSES ON EITHER A MORNING SCHOOL SESSION OR AN AFTERNOON SCHOOL SESSION. THIS PROGRAM IS IN OPERATION IN SOME DADE COUNTY SCHOOLS THIS YEAR AND MAY BE EXERTING AN EFFECT UPON EMPLOYMENT OF HIGH SCHOOL STUDENTS.

15. In comparison with previous years, has there been a change in the number of students of high school age applying for positions with your company in the last two years?

15a. ___increase
15b. ___decrease
15c. ___no change

---

16. In comparison with previous years has there been a change in the number of high school age students employed by your company in the last two years?	16a. ___increase 16b. ___decrease 16c. ___no change 16d. ___no students employed	
17. Have any students previously employed by your company been forced to give up jobs because of a change in their school hours?	17a. ___Yes 17b. ___No 17c. ___Don't know 17d. ___No students employed	
18. Do you permit student employees to work a split-shift (i.e.,work both before and after school)?	18a. ___Yes 18b. ___No 18c. ___No students employed	
19. Do you permit two student employees to work a half-day each, thereby filling one full-time position?	19a. ___Yes 19b. ___No 19c. ___No student employed	

PLEASE USE THE SPACE BELOW IF YOU WISH TO EXPAND UPON YOUR ANSWERS OR MAKE ANY ADDITIONAL COMMENTS:

DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATION OFFICES
LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

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MRS. CRUTCHER HARRISON
MRS. ANNA BRENNER MEYERS
DR. BEN SHEPPARD
MR. WILLIAM H. TURNER

March 30, 1971

Members of the Academic Community
State of Florida

Gentlemen:

In an effort to deal with the problem of overcrowding in Dade County Schools, a new approach, The Quinmester Program, has been developed. The implications of this program for the academic community are of vital concern to the planners.

Possible consequences of the Quinmester Program include acceleration of high school graduation, changes in the times of the year at which high school graduations are held, and changes in the courses of study pursued by students at the high school level.

To anticipate as far as possible the impact of the new program on the academic community we are conducting a survey of all colleges and universities in the State of Florida. The attached questionnaire covers most of the main aspects of planning for the programs.

We would appreciate your having the person most familiar with the admission procedures of your college or university complete the questionnaire and return it in the enclosed stamped envelope. The time required for completion is approximately fifteen minutes. Your comments will be of great aid in planning a workable program.

Thank you very much for your cooperation.

Sincerely yours,

William C. Inman, Ph. D.
Director
Department of Program Evaluation

WCI:KB/pw

EXPLANATION OF THE QUINMESTER PROGRAM

In The Quinmester Program, the calendar year is divided into five time periods (quinmesters) of approximately nine weeks each. Each student will have the option of taking his school vacation during the Quinmester of his choice so long as he meets the minimum requirement of attendance at four quinmesters during each calendar year (180 school days). Each student also has the option of attending a fifth quinmester during a calendar year in order to take additional courses for enrichment or remedial credit or to accelerate his high school graduation. The Quinmester curriculum consists of a wide variety of nine week units of study each related to a general subject area.

Students will be allowed the freedom to choose their courses in accordance with individual interest and abilities so long as state requirements are met. Implementation of The Quinmester Program on a pilot study basis is scheduled to begin at some Dade County schools in June and will probably become more widespread in the near future.

Name of educational institution_____

Address_____

Name of person completing form_____ Position_____

Type of educational institution:

____Community Junior College (public)

____Senior Colleges or University (State supported)

____Junior College (private)

____Senior College or University (non-state supported)

If your educational institution has more than one campus location, please check one of the following statements:

☐ Enrollment figures and other data are for this campus location only

☐ Enrollment figures and other data are totals for all campus locations of this educational institution.

Number of students enrolled: Full-time_____ Part-time_____

Estimated percentage of students who are from Dade County:_____

Number of first-year students: Full-time_____ Part-time_____

If you would like a copy of the data when it is compiled, please check here ☐.

THE QUINMESTER PLAN MAKES PROVISION FOR ACCELERATION OF HIGH SCHOOL GRADUATION; CONSEQUENTLY HIGH SCHOOL GRADUATES SEEKING ADMISSION TO COLLEGE MAY BE YOUNGER THAN CURRENT APPLICANTS.

1. What is the minimum age at which you are willing to consider applicants for admission?

Please indicate minimum age or check below:

1a. ____years of age

1b. ☐ age is not a consideration for admission provided academic requirements are met.

2. Would 16 or 17 year old high school graduates be considered for admission on same basis as your school now uses to admit high school graduates who are 18 years or older?

2a. ____Yes
2b. ____No
Please explain_____
_____
_____
_____

---

3. Would 16 or 17 year old high school graduates be considered for scholarship and other forms of financial aid on the same basis as your school now uses to evaluate high school graduates who are 18 years or older?

3a. ____Yes
3b. ____No
Please explain_____
_____
_____
_____

---

4. Approximately how many of your currently enrolled students are employed by your school in jobs on-campus?

4a. ____Full-time
4b. ____Part-time

---

5. Would 16 and 17 year old high school graduates be employed in the same positions and on the same basis as your school now employes high school graduates who are 18 years or older?

5a. ____Yes
5b. ____In selected cases
5c. ____No
Please explain_____
_____
_____
_____

UNDER THE QUINMESTER PLAN HIGH SCHOOL STUDENTS MAY GRADUATE AND SEEK ADMISSION TO COLLEGE AT TIMES OF THE YEAR OTHER THAN JUNE.

6. If high school graduation were held on each of the dates listed, please indicate the most proximate subsequent date on which graduates could begin degree programs at your school?

Date of Graduation	Next Entry Date
6a. November 2	_____
6b. January 20	_____
6c. March 24	_____
6d. June 8	_____
6e. August 16	_____

THE QUINMESTER CURRICULUM MAKES PROVISION FOR STUDENTS WITH SPECIAL INTERESTS TO TAKE MORE ADVANCED COURSES THAN ARE CURRENTLY AVAILABLE IN THE HIGH SCHOOLS.

7. Will your school waive pre-requisites and other requirements to permit incoming freshmen with special competencies to enter directly into advanced courses?

7a. ____Yes

7b. ____In selected subject areas

7c. ____No

Please explain_____

_____

_____

_____

PLEASE USE THE SPACE BELOW IF YOU WISH TO EXPAND UPON YOUR ANSWERS OR MAKE ANY ADDITIONAL COMMENTS: _____

DADE COUNTY PUBLIC SCHOOLS
1971–72 QUINMESTER SCHOOL CALENDAR

	M	T	W	T	F		
Aug. 1971			18	19	20	Aug. 18-20	Orientation for teachers new to school system
	23	24	25	26	27	Aug. 23-27	All instructional personnel on duty for planning and meetings
	30	31				Aug. 24	Registration of pupils not previously registered
						Aug. 27	Last day of professional leave for summer school
						Aug. 30	Pupils begin first quinmester.
Sept.			1	2	3	Sept. 6	Labor Day Holiday
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30			
Oct.					1	Oct. 25	Veterans' Day Holiday
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
Nov.	1	2	3	4	5	Nov. 2	End of first quinmester
	8	9	10	11	12	Nov. 3-4	Teachers' planning days; no pupils in school
	15	16	17	18	19	Nov. 5	Pupils begin second quinmester
	22	23	24	25	26	Nov. 25-26	Thanksgiving Holidays
	29	30					
Dec.			1	2	3	Dec. 22 thru Dec. 31	Christmas Recess
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31		
Jan. 1972	3	4	5	6	7	Jan. 20	End of second quinmester
	10	11	12	13	14	Jan. 21	Teachers' planning day; no pupils in school
	17	18	19	20	21	Jan. 24	Pupils begin third quinmester
	24	25	26	27	28		
	31						
Feb.		1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29					
March			1	2	3	Mar. 24	End of third quinmester
	6	7	8	9	10	Mar. 27 thru Mar. 31	Spring Recess
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31		
April	3	4	5	6	7	April 3-4	Teachers' planning days; no pupils in school
	10	11	12	13	14	April 5	Begin fourth quinmester
	17	18	19	20	21	April 21	State meetings of recognized employee organizations or planning day; no pupils in school
	24	25	26	27	28		
May	1	2	3	4	5	May 29	Memorial Day Holiday
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	31				
June				1	2	June 8	End of fourth quinmester
	5	6	7	8	9	June 9	Teachers' planning day; no pupils in school
	12	13	14	15	16	June 12	Begin fifth quinmester
	19	20	21	22	23	June 15	Last day for teachers (196 and 199 day instructional personnel)
	26	27	28	29	30	June 22	Last day for 206 day instructional personnel
July	3	4	5	6	7	July 4	Independence Day Holiday
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
Aug.		1	2	3	4	Aug. 14	End of fifth quinmester
	7	8	9	10	11		
	14						

First Semester	Teachers	Pupils
August	7*	2
September	21	21
October	20	20
November	20	18
December	15	15
January	15	14
	98	90

Second Semester	Teachers	Pupils
January	6	6
February	21	21
March	18	18
April	20	17
May	22	22
June	7	6
	**94	90

Summary of Teacher Days	
Pre-school planning	5*
Pupils in school	180
Planning for professional mtgs.	7
Post-school planning	4**
	196*

*Three additional days for teachers new to the school system
**Four days of 196 day employment period for instructional personnel will be included in the fifth quinmester.

MEMORABLE DATES 1971-72

The following days have been selected by a committee of school personnel for special observance in schools. It is suggested that schools plan some special type of program fitting to the occasion to commemorate these dates and to bring home to students special citizenship learnings. Utilization of community groups is encouraged.

Sept. 6[c]	Labor Day	Dec. 25[c]	Christmas Day	March 17[c]	St. Patrick's Day
Sept. 17[a]	Citizenship Day (1787)	Jan. 1[c]	New Year's Day	March 25-31[c]	Pascua Florida Week
Sept. 17-23[a]	Constitution Week	Feb. 1-29[a]	American History Month	March 31[c]	Good Friday
Oct. 3-9[b]	Fire Prevention Week	Feb. 6-12[c]	National Children's Dental Health Week	April 14[c]	Pan American Day
Oct. 4[c]	Child Health Day	Feb. 7-13[b]	Boy Scout Week	May 1[c]	Law Day, U.S.A.
Oct. 11[b]	Columbus Day (1492)	Feb. 12[c]	Abraham Lincoln's Birthday	May 1-7[c]	Mental Health Week
Oct. 24[b]	United Nations Day	Feb. 14[c]	St. Valentine's Day	May 14[c]	Mother's Day
Oct. 24-30[a]	American Education Week	Feb. 20-26[a]	Brotherhood Week	May 20[b]	Armed Forces Day
Oct. 25[a]	Veterans' Day	Feb. 21[a]	George Washington's Birthday	May 29[a]	Memorial Day
Oct. 31[b]	Halloween	March 1-31[c]	Red Cross Month	June 14[a]	Flag Day
Nov. 14-20[b]	Children's Book Week	March 3[c]	Florida became a state of Union (1845)	June 18[c]	Father's Day
Nov. 25[b]	Thanksgiving Day	March 12-18[b]	Girl Scout Week	July 4[a]	Independence Day (1776)
Dec. 7[c]	Civil Defense Day				
Dec. 15[c]	Bill of Rights Day				

[a] Bulletin board displays and assembly programs—schoolwide emphasis
[b] Bulletin board displays and emphasis in class and/or public address system
[c] Mention by teacher or public address system

JEWISH RELIGIOUS HOLIDAYS
(Affecting school attendance and/or activities, academic year 1971-72)

1971	1972
Rosh Hashana (New Year)	**Passover**
x* Sunday—Sept. 19 (sunset)	x* Wednesday—March 29 (sunset)
x* Monday—Sept 20	x* Thursday—March 30
* Tuesday—Sept. 21 (to sunset)	* Friday—March 31 (to sunset)
Yom Kippur (Day of Atonement)	x* Tuesday—April 4 (sunset)
x* Tuesday—Sept. 28 (sunset)	x* Wednesday—April 5
x* Wednesday—Sept. 29 (to sunset)	* Thursday—April 6 (to sunset)
Sukkoth (Feast of Tabernacles)	**Shavuoth (Pentecost)**
x* Sunday—Oct. 3 (sunset)	x* Thursday—May 18 (sunset)
x* Monday—Oct. 4	x* Friday—May 19
* Tuesday—Oct. 5 (to sunset)	* Saturday—May 20 (to sunset)
x* Sunday—Oct. 10 (sunset)	
x* Monday—Oct. 11	
* Tuesday—Oct. 12 (to sunset)	

*Orthodox and Conservative Jewish Holidays
xReform and Liberal Jewish Holidays

1. It should be emphasized that in the Jewish faith the evenings prior to the holidays are just as important as the days themselves.
2. No issue should be made of the possible absences of these students on the Jewish holidays. Knowing of these holidays ahead of time, the teachers should plan the work as usual but not schedule major examinations.
3. The student should be counted absent, but not penalized in any way by not being permitted to make up the work.
4. Written excuses for absences on these holidays should be from the parents only.

School Activities, DIVISION OF INSTRUCTION, Dade County Public Schools, Miami, Florida, February 1971